NATO SCHOOL
Oberammergau

INSTRUCTOR MONITORING FORM

Type of evaluation:(Check one)		Peer	QA
Instructor's name		Evaluator's name:	
Course/lesson Title:			
Date:	Time started:	Time stopped:	

This form is designed to assist in the collection of data that assesses instructors in fourteen competency areas. The table below explains the rating scores and the appropriate actions to be taken by the instructor who receives the feedback.
Provide detailed feedback and recommendations on the Instructor Improvement Plan for any ratings of 2 or below.

Rating Measures	Action required by the Instructor
4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.
3 – Demonstrated competency.	None – consider seeking ways to continually improve.
2- Demonstrated some competency but needs improvement.	Focus on improving per recommendations.
1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.

Instructor Competency	Instructor Effectiveness			
Prepare for instruction (#1)	4	3	2	1

- Rehearse lesson plan timing with another qualified instructor
- Make available all necessary resources, supplies, and reference materials to students
- Confirm logistical arrangements and equipment readiness prior to class convening
- Ensure environment is set up and conducive to learning
- Test equipment operation and functionality prior to class convening
- Eliminate (or minimize) internal and external distractions that prohibit learning and performance
- Provide a safe and clean learning environment

Additional comments:

Plan Instructional Methods and Materials (#2)	4	3	2	1

- Plan or modify instruction to accommodate for students' experiences
- Personalize lesson plan to check for understanding.
- Select (or adapt) instructional methods, strategies, and presentation techniques
- Adapt lesson plan to accommodate different instructional settings
- Create and publish course agenda for students

Additional comments:

Comply with NATO Established Ethical and Legal Standards (#3)	4	3	2	1

- Respect student's rights to confidentiality and anonymity in safeguarding personal information
- Avoid conflicts of interest with the staff and students
- Respect and comply with intellectual property laws

Additional comments:

Communicate Effectively (#4)	4	3	2	1

- Vary pitch, tone, inflection and rate of speech
- Use proper spelling, grammar, punctuation, and language appropriate for students' level of understanding
- Use hand gestures and body motions to enhance teaching points
- Use eye contact appropriately and effectively
- Maintain a comfortable distance from students
- Use pauses appropriately to allow for student reflection and comprehension

Additional comments:

Establish and Maintain Professional Credibility (#5)	4	3	2	1

- Conform to organization dress and deportment standards
- Demonstrate subject-matter expertise
- Recognize and acknowledge mistakes and provide opportunity to correct them

Additional comments:

Stimulate and Sustain Learner Motivation and Engagement (#6)	4	3	2	1

- Match learning outcomes (expectations) to student and course goals
- Plan and deliberately use feedback and positive reinforcement during delivery of instruction
- Use stories, analogies, and examples to gain and sustain student attention

Additional comments:

Manage an Environment that Fosters Learning and Performance (#7)	4	3	2	1

- Introduce oneself, co-instructors, and students at the beginning of the course (if necessary)
- Present clear expectations and ground rules for learning and interaction
- Address undesirable behaviour effectively, appropriately, and timely
- Resolve student conflicts appropriately and timely
- Manage group-paced and individual participation
- Manage instructional time effectively and avoid digressions
- Provide a positive learning environment for all students

Additional comments:

Demonstrate Effective Presentation /Facilitation Skills (#8)	4	3	2	1

- Use a lesson plan to deliver instruction
- Represent key ideas and concepts in a variety of ways
- Provide examples to clarify meanings or teaching points
- Involve students in presentations for discussion, questions, and reflection
- Use examples, anecdotes, stories, analogies, and humour to reinforce teaching points
- Use props and teaching aids effectively and appropriately

Additional comments:

Use Instructional Methods Appropriately (#9)	4	3	2	1

- Implement a variety of training methods
- Manage the group dynamics associated with each method
- Employ training techniques appropriate to methods and training situations prescribed

Additional comments:

Use Media & Technology to Enhance Learning (#10)	4	3	2	1

- Use visual aids that support the objective(s) and teaching points
- Use visual aids that are simple and easy to read and understand
- Incorporate the use of job aids, hand-outs, or other printed materials in the learning environment
- Incorporate different media to appeal to all learning styles
- Establish a contingency plan in the event media fails during instruction

Additional comments:

Demonstrate Effective Questioning Techniques (#11)	4	3	2	1

- Ask clear and relevant questions
- Promptly follow up on student questions and concerns
- Use a variety of question types and delivered at various levels
- Direct and redirect questions effectively
- Build responses to questions in current (or subsequent) learning environments
- Repeats, rephrases, and restructures questions from students
- Provide positive reinforcement to student responses
- Provide opportunity to involve all students in discussions

Additional comments:

Provide Clarification and Feedback (#12)	4	3	2	1

- Provide clear, timely, relevant, and specific feedback.
- Provide opportunities for students to request clarifications on teaching point.
- Assist students in giving and receiving feedback
- Provide feedback targeted to the performance (and not to the student)
- Promote peer-to-peer feedback

Additional comments:

Promote Retention and Transfer of Skills (#13)	4	3	2	1
• Encourage students to elaborate concepts and ideas • Provide opportunities to integrate new knowledge and practice new skills • Provide opportunities for reflection, review, and self-guided learning • Provide opportunities to practice in realistic settings				
Additional comments:				

Assess Learning and Performance (#14)	4	3	2	1
• Communicate assessment criteria to students • Monitor individual and group performance during practice and assessment • Provide students with opportunities for self-assessment • Assess student performance outcomes • Provide opportunities for remediation				
Additional comments:				

Tips for Assessor

Because every training environment is different, and every instructor brings a different set of skills to the job, it is important to tailor your evaluation session.

- After reviewing the competencies, focus only on the behaviours the instructor may need to improve upon. If it is determined that many of the areas need to be addressed, you may consider breaking the feedback sessions into blocks where only a few of the competencies are evaluated at one sitting.
- If the course is primarily self-paced, you will need to observe the instructor during one-on-one feedback sessions to ensure they are demonstrating the competencies. The behaviours listed can be demonstrated in an Instructor-led lesson, as well as a more self-paced environment. For example, an instructor needs to be able to use questioning techniques effectively, whether the instructor is presenting to a group or to an individual.
- Discuss the evaluation session with the instructor beforehand. Let the instructor know your expectations, and ask the instructor what areas the Instructor would like to improve upon.
- Rate the effectiveness of the instructor in each competency area. The scale is from 1 (low effectiveness) to 4 (high effectiveness). All behaviours within each competency do not necessarily need to be demonstrated for the instructor to be effective. In addition, use the comment area to record specific behaviours that are demonstrated or missed, or provide additional comments regarding performance.
- Prior to evaluation, become familiar with competency descriptions and their associated improvement strategies.

Strong points:	Points to improve:
1.	1.
2.	2.
General observations to include Instructor Development Plan:	

Instructor: I confirm that I was debriefed by the assessor on my performance and understand my strong points and points to improve. We discussed an Instructor Development Plan.	Signature:
	Date:
Assessor: I confirm that I debriefed the instructor on strong points and points that need improvement. We also discussed an Instructor Development Plan.	Signature:
	Date:

Note: Once completed, ensure this document is included as an attachment to the NCIP Qualification Form and sent to the NCIP Manager.